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ABSTRACT

The Delaware Student Testing Program ties student achievement to the state's content standards that define the knowledge and skills Delaware students need to succeed beyond high school. This report presents information to help parents interpret their children's scores on the tests, which are given in grades 3, 5, 8, and 10. Section 1 introduces the tests and the state's content standards for English language arts and mathematics. Sections 2 and 3 contain information to help parents understand the test results for English language arts and mathematics, respectively. State norms, score comparisons for the tested grades, information about the meaning of student percentile rank, and a discussion of instructional needs revealed by the tests. An appendix contains sample reports of the type parents receive. (SLD)

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ED 434 926

Delaware Student Testing Program

A SCORE RESULTS GUIDE FOR PARENTS

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Prepared by the Assessment and Analysis Group
Assessment and Accountability Branch

Delaware Department of Education
December, 1998

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Section I: Introduction to the DSTP

Delaware students must meet world class standards if they are to be competitive and successful in a global economy. To prepare our students for their future, our schools must support rigorous standards and each of our teachers must set high expectations. Our students must also commit themselves to the achievement of excellence.

Any system that hopes to accomplish such ambitious goals must have a yardstick by which to measure its progress. For the past several years Delaware educators have been developing the Delaware Student Testing Program (DSTP), which now will serve as such a yardstick. The tests are tied to the Delaware content standards that define the knowledge and skills required for our students to succeed beyond high school. The results of the DSTP provide us with an understanding of how well we are preparing students to meet the many challenges that lie ahead. Whatever the results, Delaware students and educators will understand where we are so that we can tell how far we have to go. An honest assessment of where we are is the first step towards getting where we want to be.

In the Spring of 1998, the Department of Education, along with Harcourt Brace Educational Measurement, began its annual administration of the DSTP to students in grades 3, 5, 8, and 10, to provide us with an accurate measure of how our students are doing relative to Delaware's rigorous content standards.

Purpose of the test

The Delaware Student Testing Program is designed to:

- Serve as a measure of progress toward the Delaware standards
- Ensure that students can apply their academic skills to realistic, everyday problems
- Promote better instruction and curriculum by providing timely reports of students' strengths and weaknesses
- Serve as a primary indicator in the statewide accountability system
- Help districts deal with the issue of who should and should not be promoted from grade to grade.

Questions and answers about the 1998 DSTP

What are "Standards"?

The standards are the result of several years of work by Delaware educators to determine what Delaware students should know and be able to do as a result of their education. The standards for English language arts, mathematics, science and social studies were approved by the State Board of Education in 1995. Since then, Delaware's standards have been widely recognized as among the best in the nation by publications such at *Time*, *Forbes*, and *Education Week*. Each teacher and each administrator in Delaware has a copy of the Standards.

What Kind of Information Is Tested In Each Part of DSTP?

Reading: Reading is assessed using literature that informs, entertains or explains how to perform a task. Students are asked to read passages and then demonstrate their ability to analyze and interpret what they have read by answering multiple choice, short answer, and extended response questions.

Because reading is fundamental to success in all areas of education, the reading test is particularly important. The results of the reading test will determine whether nor not students will be promoted.

Writing: In this section of the test, writing is assessed in two ways. First, students are asked to provide a written response with a specific purpose and audience in mind. Second, students are asked to write a response to a question about a reading passage. This is done so students recognize that reading and writing are integrally connected.

Mathematics: The mathematics section reflects on a student's ability to grasp key concepts and solve realistic problems. Multiple choice, short answer, and extended response questions are used to assess students' conceptual knowledge, procedural knowledge, and knowledge of mathematical processes across core areas such as computation, measurement, algebra, and geometry. Because the test is focused on reasoning and analysis, students are permitted to use calculators on some parts of the test. The results of the mathematics test will also determine whether or not students will be promoted.

What are scaled scores and what is the advantage of using them?

Student correct responses to test items are called raw scores. On the DSTP the reading and mathematics raw scores are converted to a scale score by use of the Item Response Theory, Rasch Model process. This is a widely accepted scaling procedure used by testing companies. The primary purpose of converting raw scores to scaled scores is to aid in interpreting students' test results. The scaled scores on the DSTP allow comparison of the scores of a student over time from grade 3 to grade 5 to grade 8 to grade 10. This permits an examination the student's growth over time. Scaling also permits the examination of other trends in performance of groups of students over time.

What are the Scores and How Are They Going to Be Used?

There are five types of scores that can be reported:

1. Individual student scores;
2. Classroom scores (if requested by the classroom teacher);
3. School scores;
4. District scores;
5. State scores.

Individual Student scores:

The results are reported to parents, so they can see indicators of the student's academic strengths and weaknesses. In turn they can then begin to assist the student in meeting the rigorous content standards.

After the 1999 administration of the DSTP to Delaware students in the spring of 1999, the results will be used to develop decision points for promotion of students and for graduation. A Student will need a score equal to or greater than the decision point score to be promoted to the next grade, or to be granted a State of Delaware high school diploma.

Classroom Scores (optional upon request):

The results of all students in a classroom are reported to the teacher if the teacher or principal requests the report. This helps the teacher identify common problems students are having in the classroom so that the teacher can address them using class time and resources. The learning gaps can then be closed through classroom and individual instruction.

School Scores:

The results from student performance on the DSTP for the entire school can assist the Principal in evaluating how the curriculum is functioning: What are the strengths of the curriculum? What are the weaknesses? What overall curriculum changes might be necessary to assist students in meeting the Standards? The school scores can provide a signal to the Principal that additional resources may be needed or reallocated to assist teachers in providing the necessary instruction.

District Scores:

The results of district-wide student performance on the DSTP allow the Superintendent to identify strengths and weaknesses common to the schools in the district. This information permits the Superintendent to examine district-wide curriculum that works or curriculum that needs adjustment, and/or resource allocation, and any other adjustment that might be necessary.

Statewide Scores:

The results of the statewide scores permit the Department of Education and legislators in Delaware to monitor the collective progress of students toward meeting the Delaware Content Standards. It is anticipated that the statewide scores on the DSTP will increase for students as teachers and school administrators begin to identify strengths and weaknesses and to continue to work for changes to improve the educational process.

Reports

DSTP reports are distributed to parents, teachers, school administrators, and Boards of Education as indicated. Examples of each report are included in Appendix A.

Reports sent to parents

Parents receive two reports:

1. The1998 DELAWARE STUDENT TESTING PROGRAM English Language Arts Individual Report, and

2. The 1998 DELAWARE STUDENT TESTING PROGRAM Mathematics Individual Report.

Reports sent to teachers

If requested, teachers receive two reports for each request:

1. The1998 DELAWARE STUDENT TESTING PROGRAM English Language Arts Report for the Classroom, and
2. The 1998 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the Classroom.

Reports sent to administrators

The School Report

Each school receives two reports for each 3rd, 5th, 8th, or 10th grade level:

1. The 1998 DELAWARE STUDENT TESTING PROGRAM English Language Arts Report for the School, and
2. The 1998 DELAWARE STUDENT TESTING PROGRAM School Mathematics Report for the School.

The District Report

Each District Superintendent (and ultimately the Board of Education) receives two reports for each 3rd, 5th, 8th, or 10th grade level:

1. The1998 DELAWARE STUDENT TESTING PROGRAM English Language Arts Report for the District, and
2. The 1998 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the District.

SECTION II: Understanding the English Language Arts Report

The score report you received contains five sections of information regarding student performance on reading and writing:

1. grade, testing date and SAT9 Level and Form;
2. score comparisons of grade tested for reading;
3. score comparisons of grade tested for writing;
4. percentile score for reading;
5. instructional needs for reading and writing.

Each section of the Language Arts Individual Report is discussed separately.

Grade, Testing Date, SAT9 Level/Form and SAT9 Norms

This part of the score report provides general information about the administration of the test:

- The grade level of the student (03, 05, 08, or 10) is reported next to **Grade**.
- The date the student took this test is then listed.
- Following the test date is the SAT9 **Level/form**. The SAT9 is an acronym for the 'Stanford Achievement Test-Ninth edition'. This test is a standardized, nationally administered test. SAT9 Norms.

SAT9 Norms

The SAT9 was administered to a representative sample from 225,000 to 250,000 students nationwide. Their score results are referred to as national norms, or more usually, "norms". The

norms become a reference point against which to compare the performance of any student who then takes the SAT9 test. The norms for the 1998 tests were developed in 1995.

Score Comparisons of Grade Tested: Reading

This section contains score comparisons of the student's reading score against all of the students at the same grade who took the test in Delaware. The student's score is found on the line between the lowest scale score listed on the left-hand side of the line and the maximum scale score on the right. Remember that the student is being compared with other students at the same grade who took the test. You can also compare the student's performance to the performance of all same-grade students in the school, in the district, and in the state.

If you have students at different grade levels, you will see that grade levels have different scale values. The scale shows the highest and lowest score of students at each different grade level, and simply provides an additional piece of information to parents, teachers, and administrators.

The Individual Student's Score

In this section you can see how well the student is performing as compared to all the students in the same grade in Delaware who took the test by locating the position of the students' score on the scale. Remember that the student is being compared with other students at the same grade who took the test. You can also compare the student's performance to the performance of all same-grade students in the school, in the district, and in the state.

The School's Score

In this section you can also see how all the students in your school are performing on reading compared to all the Delaware students who took the test by examining the position of the school's score on the scale. Remember that these scores reflect performance of students in the same grade as your student.

The District's Score

In this section you can also see how all the students in your school district are performing on reading compared to all the Delaware students who took the test by examining the position of the district's score on the scale. Remember that these scores reflect performance of all district students in the same grade as the student.

The State of Delaware's Score

In this section you can also see how all the students who took the test in the state of Delaware are performing on reading by examining the position of the state's score on the scale. Remember that these scores reflect performance of all students in the same grade as your student.

Performance Levels

This information is not yet available because the performance levels in reading for Delaware students have not yet been determined. The process to set the decision points for the performance levels will take place during the summer of 1999 after the spring administration of the 1999 DSTP.

Beginning with the 2000 test administration, for each individual student, decision points based on Performance Level for reading and mathematics will be used for promotion and graduation decisions. The level at which the student performs will then be used to determine if the student will attend summer school, whether or not a student is promoted to the next higher grade, or whether or not a student will graduate with a State of Delaware high school diploma.

A Students' Rank (Percentile Rank) on Reading

A percentile score is another way of looking at how well students performed on the reading test. The percentile rank, like the scale scores shows how the students performed relative to all the same-grade students in who took the test. Percentile rank gives you the additional information as to what percent of students in the national norms scored higher or lower than the student. For example, if the student had a reading percentile score of 95, it means that 95 percent of the students in the national norms **scored below** the student and only 5 percent **scored at or higher**. If the student had a reading percentile of 50, it means that half of the students in the norms scored below the student and the other half scored at or higher. If the student had a percentile score of 25, it means that twenty five percent of the students in the norms scored below the student and that 75 percent received a score at or higher than the student.

Score Comparisons of Grade Tested: Writing

This section contains score comparisons of the students' writing score against all students in Delaware who took the test. This score is the average number of correct responses your students made to the items over the two writing tests administered. The students' writing score is found on the line between the 3 to 15 scale. A score of 3 is the lowest score a student can obtain, and a score of 15 is the highest score a student can obtain.

The Individual Student's Score

In this section you can see how well the student is performing in writing as compared to all the students in the same grade in Delaware by locating the position of the student's score on the scale. Remember that the student is being compared with other students at the same grade who took the test. You can also compare the student's performance to the performance of all same-grade students in the school, in the district, and in the state.

The School's Score

In this section you can also see how all the students in your school are performing on writing compared to all the Delaware students who took the test by examining the position of the school's score on the scale. Remember that these scores reflect performance of students in the same grade as your student.

The District's Score

In this section you can also see how all the students in your school district are performing on writing compared to all the Delaware students who took the test by examining the position of the district's score on the scale. Remember that these scores reflect performance of all district students in the same grade as your student.

The State of Delaware's Score

In this section you can also see how all the students who took the test in the state of Delaware are performing on writing by examining the position of the state's score on the scale. Remember that these scores reflect performance of all district students in the same grade as your students.

Performance Levels

This information is not yet available because the performance levels for Delaware students have not yet been determined. This process will take place during the summer of 1999 after the spring administration of the 1999 DSTP.

Instructional Needs: Reading and Writing

This section of the report provides feedback that depends on which items the student answered correctly and incorrectly, and/or how the items were answered. Each student's report will likely differ from another student's report. For example, if the student answered incorrectly a series of open-ended **reading** items that needed more details, then a comment would be produced suggesting that the student work on "producing enough details to answer a open-ended questions."

In writing, a cluster of comments is produced (triggered) according to a student's "average" performance score across two writing prompts. Triggering the cluster of comments in this way allows us to create a hierarchy of comments that will help push all students towards the upper end of the state writing rubric (scoring guide), and thus towards the state standards for writing.

It should be noted that the comments on the Instructional Needs in writing:

- reflect the Delaware content standards for writing;
- were developed to help teachers examine the instructional needs of their students;
- occur in "clusters" as opposed to individual comments to better reflect the integrated nature of the writing rubric (scoring guide) and the Delaware writing standards.

The writing standards support four broadly stated clusters of comments that relate to writing. Each student who took the test will receive a cluster of comments to go with their scores. Following are the comments that can be triggered by the students' written responses. The comments come directly from the state writing rubric (scoring guide) and the state standards. Two comments: *organizing their writing around a simple topic or central idea* and *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding*, are repeated in clusters 1 and 2 to show that developing writers need continued instruction in these areas.

Cluster 1

- organizing the writing around a simple topic or central idea
- writing in complete sentences with a variety of length and structure
- working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding
- doing more than restating the prompt

Cluster 2

- organizing the writing around a simple topic or central idea
- working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding
- supporting ideas with more specific details
- doing more than making generalities regarding the prompt

Cluster 3

- using effective and varied introductions and closings
- writing in a consistent style with precise vivid word choice
- writing with a clear logical progression of ideas using smooth transitions
- responding directly to the prompt

Cluster 4

"Congratulations on an excellent performance" on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by:

- continuing to write in the same effective manner
- trying new and varied approaches when producing written work

SECTION III: Understanding the Mathematics Report

The mathematics individual report has four sections of information on student performance:

1. grade, testing date and SAT9 Level and Form
2. score comparisons of grade tested for mathematics
3. percentile score for mathematics
4. instructional needs for mathematics

Each section of Mathematics Report is discussed below.

Grade, Testing Date, SAT9 Level/Form and SAT9 Norms

Like the Language Arts Report, the grade level of the student is reported next to **Grade**. The date the student took this test is then listed. Following the test date is the SAT9 **Level/form**. The SAT9 is an acronym for the 'Stanford Achievement Test-Ninth edition'. This test is a standardized nationally administered test.

SAT9 Norms

The SAT9 Mathematics test was administered to a representative sample of approximately 250,000 students nationwide, and their mathematics score results are referred to a 'norms'. The norms become a reference point against which to compare any individual student's performance. For the 1998 tests, the year the mathematics norms were developed is 1995.

Score Comparisons of Grade Tested: Mathematics

This section contains score comparisons of the student's mathematics score against all students at the same grade level who took the test in Delaware. For mathematics, the student's score is found on the line between the lowest scale score and the maximum scale score. Remember that your student is being compared with other students at the same grade who took the test. You can also

compare the student's performance to the performance of all same-grade student in the school, in the district, and in the state.

If you have students at different grade levels, you will see that different grade levels have different scale values. The scale shows the highest and lowest score of the students in each different grade, and simply provides an additional piece of information to parents, teachers, and administrators.

The Individual Student's Score

In this section you can see how well the student is performing as compared to all the students in the same grade in Delaware who took the test by locating the position of the student's score on the scale. Remember that the student is being compared with other students at the same grade who took the test. You can also compare the student's performance to the performance of all same-grade students in the school, in the district, and in the state.

The School's Score

In this section you can also see how all the students in your school are performing in mathematics compared to all the Delaware students who took the test by examining the position of the school's score on the scale. Remember that these scores reflect performance of students in the same grade as your student.

The District's Score

In this section you can also see how all the students in your school district are performing in mathematics compared to all the Delaware students who took the test by examining the position of the district's score on the scale. Remember that these scores reflect performance of all district students in the same grade as your student.

The State of Delaware's Score

In this section you can also see how all the students who took the test in the state of Delaware are performing in mathematics by examining the position of the state's score on the scale. Remember that these scores reflect performance of all students in the same grade as your student.

Performance Levels

This information is not yet available because the performance levels in mathematics for Delaware students have not yet been determined. The process to set the decision points for the performance levels will take place during the summer of 1999 after the spring administration of the 1999 DSTP.

Beginning with the 2000 test administration, for each individual student, decision points based on Performance Level for mathematics and reading will be used for promotion and graduation decisions. The level at which your student performs will then be used to determine if your student will attend summer school, whether or not a student is promoted to the next higher grade, or whether or not a student will graduate with a State of Delaware high school diploma.

A Student's Rank (Percentile Rank) On Mathematics

A percentile score is another way of looking at how well the student performed on the reading test. The percentile rank, like the scale scores shows the student's performance relative to that of all the students who took the mathematics test. Percentile rank gives you the additional information as to what percent of students in the national norms scored higher or lower than the student. For example, if the student had a mathematics percentile score of 98, it means that 98 percent of the students in the national norms scored below your student and only 2 percent scored at or higher. If the student had a mathematics percentile of 45, it means that 45 percent of the students in the norms scored below the student and 55 percent scored at or higher. If the student had a percentile score of 20, it means that twenty percent of students in the norms scored below the student and that 80 percent scored at or higher than the student.

Instructional Needs: Mathematics

This section of the report provides feedback that depends on which items the student answered correctly and incorrectly, and/or how the items are answered. Each student's report will likely differ from another student's report. For example, if the student answered incorrectly a series of mathematics items concerning measuring, then a comment would be produced that reads: "In order to improve in number concepts, the student might benefit from additional practice in measuring." The classroom teacher can give you concrete suggestions on how you might help improve performance for each instructional needs comment that might be produced.

Section IV Suggestions on How to Help Students Do Better In School

Numerous research studies show that:

- When parents are involved, students achieve more, produce higher test scores, and have better attendance records and complete homework more consistently.
- The greater the parental involvement, the greater the student achievement.
- When parents are involved, students exhibit more positive attitudes and behavior.
- Students, whose parents are involved, have higher graduation rates and higher post-secondary education enrollment rates.

In this section, several ways you can help a student do better in school are presented. Many of the suggestions are taken from a newly published guide from the Delaware PTA titled: *PTA Parent/Family Resource Guide.* This document can be found in your local school, local library, community center, or the Delaware PTA web site: www.delawarepta.org. Copies can be freely made for your use.

Helping the student at home

Learning Style

Get to know a learner's learning style. People learn in different ways. For example, one student may learn best by watching closely before attempting a task. Another student may feel she needs to

touch everything before she understands it. Yet another may ask for constant explanations, such as "What's that thing do?" Learning one way is not better than learning another way. If you are not sure of your learner's learning style, ask the teacher. Recognize and reinforce the preferred learning style and make learning more natural for your student.

General help suggestions

There are many things you as a parent can do to ensure a student's success in school. For example:

- Send the student to school every day, well rested and fed, with a positive comment about her/him.
- Tell the student often how proud you are of their accomplishments, even small ones.
- Take an active interest in the student's schooling, indicating how much you care about learning.
- Show pride in the work that is shared, and for younger students, display it in special places in your home.
- Work together on daily household tasks to make the connection between things learned in school and their application in daily life;
- Provide a variety of interesting reading materials within your home. These can include age-appropriate books, magazines, local newspaper, and computerized texts.
- Use a wall, the refrigerator door, or a bulletin board to display school work.

Homework suggestions

- Find out if your school has a homework policy. If it does, make sure that you understand the policy and the student responsibilities connected to it. Expect homework every night, especially in the upper grades.
- Provide an area in your home where school materials can be kept secure. If possible, provide an area for doing school work that has a minimum of interruptions.
- Establish regular blocks of time when you expect school work to be done.
- Follow-up with and monitor homework. Be consistent in your expectations.
- As appropriate and as much as possible, work together on school-related projects.

Communication with the Teacher and School

- Communicate with the teacher and other school personnel regularly. For example, call, write notes, or stop in at school on the way to work or on a lunch break.
- Never miss a parent-teacher conference. Use the opportunity to share relevant information with a teacher.
- Ask the teacher for ways you can work at home to reinforce what the teacher has done in class.

Specific help suggestions

There are many specific things you as a parent can do to ensure student success in school. Below are several suggestions.

- Turn off the television for a set period each day. Together agree on the time and stick to the schedule set.
- Together visit the local library and obtain a library card and encourage reading for fun.
- When tests and reports come home, take the emphasis off the grades and focus instead on the information and skills learned by doing the work. Ask simple questions to provide the student an opportunity to show what has been learned. Increase the student's knowledge by sharing anything you know about the topic, or by looking it up in an encyclopedia.
- Ask younger children to read portions of a textbook to you while you fix dinner, sort laundry, or drive the car. When they finish the section, discuss any questions the book presents in order to expand their comprehension of the ideas in the text.
- When you ask "What happened in school today?", and get the answer, "Nothin' much," it is time to start a sentence that each person in the family must complete in turn. "The most surprising thing I learned today was... " Everyone in the family takes a turn sharing their experiences.

Parent-Teacher Conferences

A parent-teacher conference is a conversation between a parent and the student's teacher. There is no need for tension, butterflies, and/or frustration. Although a certain amount of nervousness is natural, it may help to remember that teachers can be nervous when talking with parents too. Keep in mind that many teachers are parents, and have experienced your feelings.

If parents and teachers already know each other from previous contacts, the conference becomes much easier and goes much more smoothly. Therefore it is a good idea to create a relationship with the teacher as early as possible. This shows teachers you care about the educational process. A simple phone call to the teacher introducing yourself and explaining that you would like the teacher to contact you regarding any issues or concerns she/he may develop during the school year is a good start. Remember that teachers can't leave class to take your call, so you will need to inquire about a good time to contact them.

Appendix A: Sample Reports

Following are samples of the various reports from the 1998 administration of the DSTP. The reports included are:

1. Individual Report for English Language Arts (Reading and Writing).
2. Classroom Report for English Language Arts (Reading and Writing).
3. State Report for English Language Arts (Reading and Writing).

1998 DELAWARE STUDENT TESTING PROGRAM
English Language Arts Individual Report for
JANE DOE
Student ID#: 123456

TEACHER: SMITH - 1515
SCHOOL: SPRINGFIELD ELEM - 12003
DISTRICT: SPRINGFIELD - 12

GRADE: 03
TEST DATE: 05/04/98
SAT9 LEVEL/FORM: P3/T
SAT9 NORMS: 1995 ES

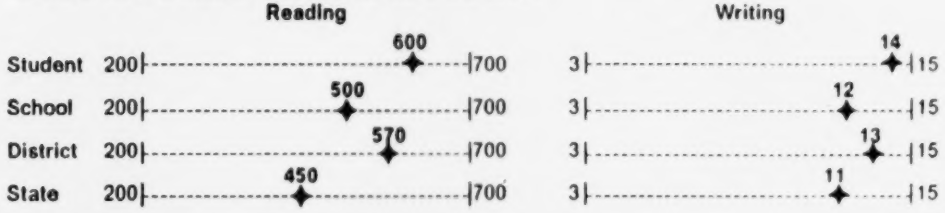
PERFORMANCE LEVELS

This test is designed to measure your student's progress in terms of the Delaware Content Standards. The Reading and Writing performance of this student falls into one of the five levels.

Performance Levels are: | Reading level and score | Writing level and score

NOT YET AVAILABLE

SCORE COMPARISONS OF GRADE TESTED



Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

To achieve a higher level in READING, your child should work on:

- *providing enough details to answer open-ended questions*
- *reading more carefully to better understand what is happening in a text*
- *understanding the central ideas in a text*
- *identifying information necessary to understand a text*
- *using information to make reasonable interpretations*

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To achieve a higher level in WRITING, your child should work on:

- *organizing the writing around a simple topic or central idea*
- *writing in complete sentences with a variety of length and structure*
- *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding*
- *doing more than restating the prompt*

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INDIVIDUAL STUDENT REPORT

COPY XX

Process No.: 17788999-0000000-0000-00000-0

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1998 DELAWARE STUDENT TESTING PROGRAM
English Language Arts Summary Report for

SMITH
Group Code: 000

SCHOOL: SPRINGFIELD ELEM - 000
DISTRICT: SPRINGFIELD - 00

GRADE: 03
TEST DATE: XX/XX/XX
SAT9 LEVEL/FORM: P3/SA
SAT9 NORMS: 1995 ES

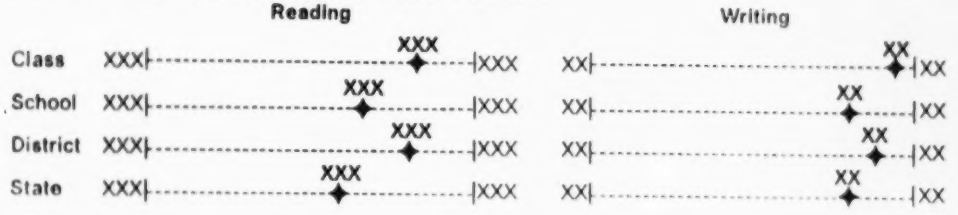
PERFORMANCE LEVELS

This test is designed to measure your student's progress in terms of the Delaware Content Standards. The Reading and Writing performance of this student falls into one of the five levels.

Performance Levels are:	Reading level and score	Writing level and score

NOT YET AVAILABLE

SCORE COMPARISONS OF GRADE TESTED



Certain items on the reading part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

READING:

N	%	
XXXXX	XXX	■ *providing enough details to answer open-ended questions*
XXXXX	XXX	■ *reading more carefully to better understand what is happening in a text*
XXXXX	XXX	■ *understanding the central ideas in a text*
XXXXX	XXX	■ *identifying information necessary to understanding a text*
XXXXX	XXX	■ *using information to make reasonable interpretations*
XXXXX	XXX	■ *identifying and understanding why a text was written*
XXXXX	XXX	■ *drawing conclusions based on information in the text*
XXXXX	XXX	■ *understanding the effects of an author's decisions*
XXXXX	XXX	■ *connecting and synthesizing information into a clear interpretation within and across texts, ideas, and concepts*
XXXXX	XXX	■ *formulating, expressing, and supporting opinions*
XXXXX	XXX	■ *making and supporting inferences about contents, events, characters, setting, theme, and style*
XXXXX	XXX	■ *continuing use of good reading strategies*

WRITING:

N	%	
XXXXX	XXX	■ *organizing the writing around a simple topic or central idea* ■ *writing in complete sentences with a variety of length and structure* ■ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ■ *doing more than restating the prompt*
XXXXX	XXX	■ *organizing the writing around a simple topic or central idea* ■ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ■ *supporting the ideas with more specific details* ■ *doing more than making generalities regarding the prompt*
XXXXX	XXX	■ *using effective and varied introductions and closings* ■ *writing in a consistent style with precise, vivid word choice* ■ *writing with a clear, logical progression of ideas using smooth transitions* ■ *responding directly to the prompt*
XXXXX	XXX	*Congratulations on an excellent performance on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by:* ■ *continuing to write in the same effective manner* ■ *trying new and varied approaches when producing written work*

CLASSROOM REPORT

COPY XX

Process No.: 17788999-0000000-0000-07149-8

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1998 DELAWARE STUDENT TESTING PROGRAM
English Language Arts Summary Report for
DELAWARE

GRADE: 03
TEST DATE: 05/04/98
SAT9 LEVEL/FORM: P3/T
SAT9 NORMS: 1995 ES

PERFORMANCE LEVELS

This test is designed to measure students' progress in terms of the Delaware Content Standards. The number and percent of students in this grade at each of the five Performance Levels for this group is reported below.

Performance Levels are:	Reading Level N	Reading Level %	Writing Level N	Writing Level %

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SCORE COMPARISONS OF GRADE TESTED

Reading

State 150|----------|675

Writing

State 3|----------|15

Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

1|----------|99

INSTRUCTIONAL NEEDS

READING

N %

- *providing enough details to answer open-ended questions*
- *reading more carefully to better understand what is happening in a text*
- *understanding the central ideas in a text*
- *identifying information necessary to understanding a text*
- *using information to make reasonable interpretations*
- *identifying and understanding why a text was written*
- *drawing conclusions based on information in the text*
- *making and supporting inferences about contents, events, characters, setting, theme, and style*
- *continuing use of good reading strategies*

WRITING:

N %

- *organizing the writing around a simple topic or central idea*
- *writing in complete sentences with a variety of length and structure*
- *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding*
- *doing more than restating the prompt*

- *organizing the writing around a simple topic or central idea*
- *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding*
- *supporting the ideas with more specific details*
- *doing more than making generalities regarding the prompt*

- *using effective and varied introductions and closings*
- *writing in a consistent style with precise, vivid word choice*
- *writing with a clear, logical progression of ideas using smooth transitions*
- *responding directly to the prompt*

Congratulations on an excellent performance on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by

- *continuing to write in the same effective manner*
- *trying new and varied approaches when producing written work*

STATE REPORT

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COPY 01

Process No.: 19885503-0072111-9812-00009-1

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